


linking research to real life.

Understanding and Addressing Challenging Behaviors of Individuals with Complex Needs

Webcast Series Part Two: Data, Antecedents, & Consequences

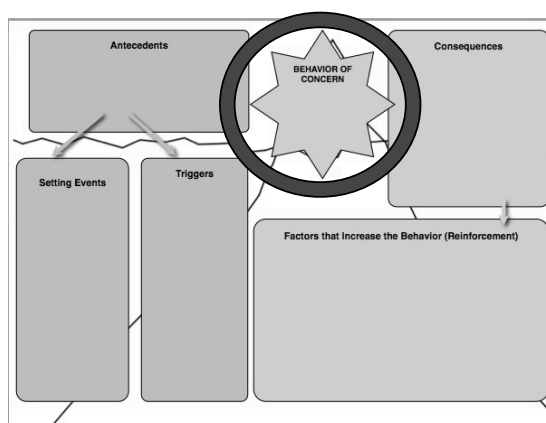
Chris Filler,
Program Director Lifespan
Transitions Center

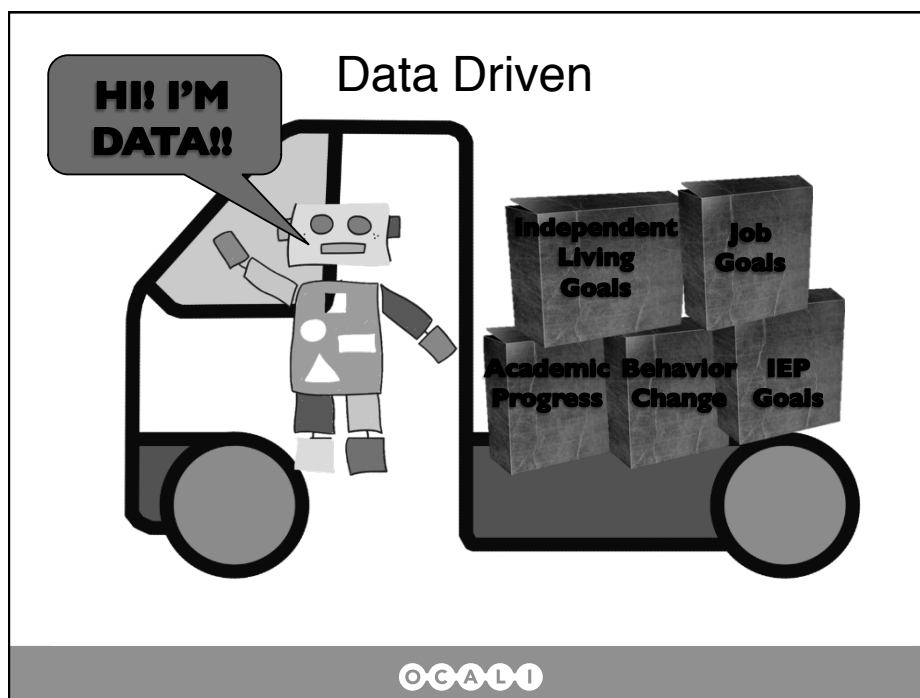
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Regional Consultant



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SINCE LAST WEBCAST: YOU DEFINED THE BEHAVIOR OF YOUR INDIVIDUAL





Methods to Collect Data

- Frequency
- Duration
- Latency
- Rate
- Interval

✓ **Determining the appropriate method for data collection requires consideration of type, intensity, frequency and duration of the behavior.**

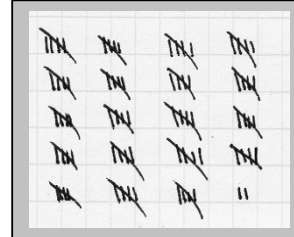
Frequency Recording

Purpose:

- To count how often a behavior occurs

Process:

- Identify and define the specific behavior to observe
- Identify the time period in which the behavior will be counted
- Count and record the number of times an individual participates in the particular behavior
- Tally the number of times the behavior occurs
- Graph to show trends



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Duration of Behavior

Purpose:

- To measure how long a behavior lasts

Process:

- Identify the starting time of the behavior
- Identify the ending time of the behavior
- Calculate the total length of time that the behavior was observed to occur without interruption

Julia refused to complete her work task from 10:18am-10:32am.
Total time: 14 minutes

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Latency

Purpose:

- To measure the how long it takes for a person to respond to a direction, instruction (prompt)

Process:

- Decide when to track by identifying task or directions to be followed
- Track how long it takes for the person to begin the task or follow the direction

Three times a day staff will track how long it takes Haydn to check schedule after a verbal directive. Daily average will be graphed.



Rate of Behavior

Purpose:

- To determine the average occurrence of a behavior

Process:

- Identify the length of observation time
- Determine how often the behavior occurred
- Divide the number of events by the amount of time

Gorge's data collection showed he spit at staff 15 times in 10 minutes.
 $15/10=1.5$ rate



Interval Recording

Purpose:

- To collect a “snapshot” of the behavior in a predetermined time period

Process:

- Identify a specific time interval at which you will observe and record
- Break observation period into short intervals of time
- Document whether or not the behavior occurred at any time within that time interval

Staff is tracking if Frankie bangs his hands on the desk the first 5 minutes of every hour at 15 second intervals.



Intensity Recording

Purpose:

- Measures the magnitude, strength, amplitude, force, or effort of a response

Process:

- Develop an intensity number scale
- Document the intensity of the behavior as measured by the scale
- Can be difficult to obtain an objective measure

Josh is hitting staff hard enough to leave a mark and cause bruises to form. Staff is tracking the intensity of the hitting.



Intensity Recording

Example: Intensity Data Sheet (sometimes called a behavior rating scale)

Student's name _____ Observer _____
 Date _____
 Interfering behavior hitting

Behavior rating system

Time behavior occurred	Very severe/ intense (dangerous)	Pretty severe (potentially dangerous)	Somewhat severe (causes problems but is not dangerous)	Not at all severe (annoying, inconvenient or distracting)
9:15	4	3	2	1
10:05	4	3	2	1
10:23	4	3	2	1
10:40	4	3	2	1
11:30	4	3	2	1
Overall behavior today	Very severe/ intense (dangerous)			

National Professional Development Center on ASD



Intensity Recording

Intensity Rating Scale

- 1** - Disrupted with verbalizations or physical actions, no material/property destruction, no aggression, continued activity after disruption
- 2**- Disrupted with verbalizations or physical actions, no material/property destruction, no aggression, did NOT continue activity following the disruption
- 3** - Material or property destruction occurred, however, **no** aggression
- 4** - Aggression occurred, but there was **no** material destruction
- 5** - Aggression **and** Property destruction occurred

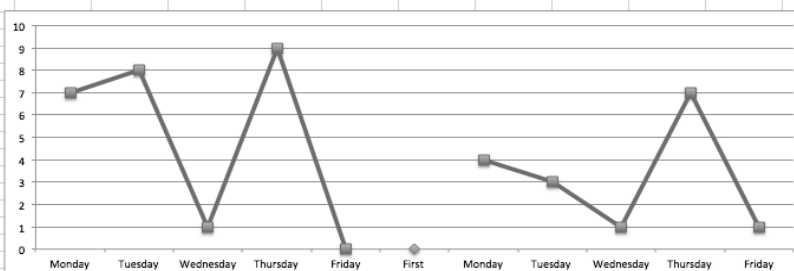
Date:

Time	Rating	Initials



Graphing Example

Grabbing	Monday	Tuesday	Wednesday	Thursday	Friday	First	Monday	Tuesday	Wednesday	Thursday	Friday
Food at						Intervention					
Lunch	7	8	1	9	0		4	3	1	7	1



Student grabbing food from other trays at lunch. Baseline week one. Started intervention of taping area on table and bench to visually show student his area. Data from week two shows drop first three days; one day increase; back down on Friday. Next additional intervention is to add a handprint to table where student is to place hand he is grabbing food with and eat with other hand. Will continue keeping data and decide next steps.

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Baseline Data

Do I have data that reflects the measurable, observable behavior we identified for our individual?

- If yes, we are ready to collect data for the first intervention
- If no, we need to collect baseline data UNLESS there are safety concerns.

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Characteristics of Good Data Collection Systems

- Easy to administer
- Can be implemented consistently
- Can be implemented in a variety of settings if necessary
- Accurately reflects the situation as it exists
- Uses readily available materials
- Compiled and reviewed on a regular basis
- Implications of data drive decisions



Data and Molly

- What are we going to measure and when?
- What would be the best way to measure?
- Who will create the data sheet?
- Who will track the data? Graph the data?
- When will the team meet to review data?



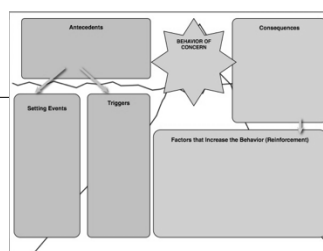
Behavior:
*Molly Screams
loudly enough
to interrupt the
teacher's
instruction to
class*



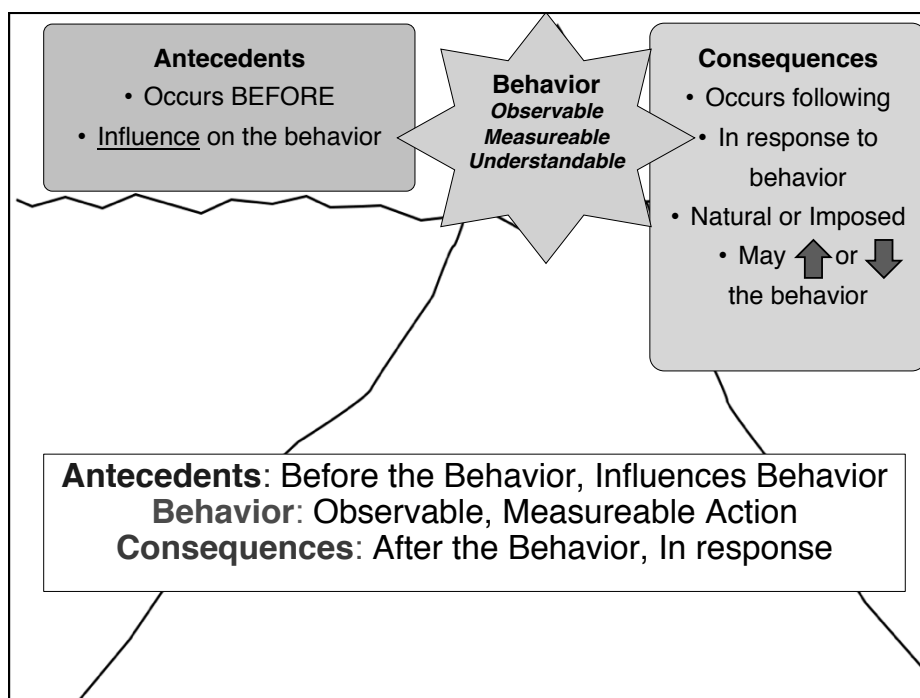
Process of FBA for Individuals with Complex and Challenging Needs

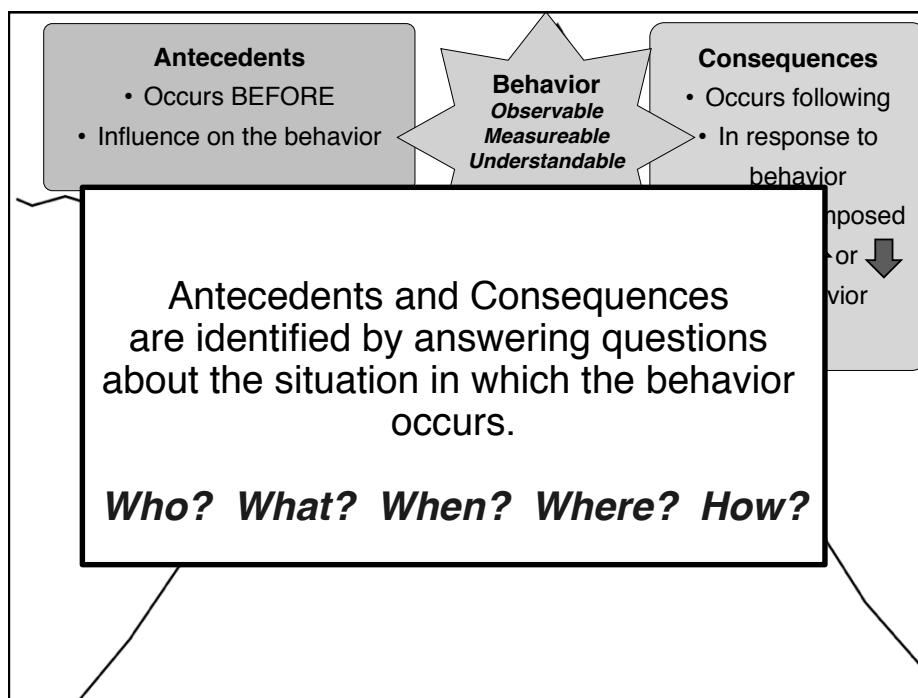
Antecedents and Consequences

- Identify issues surrounding the occurrence of the behaviors



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Guidance for Identifying Antecedents and Consequences	
Potential Antecedents	Potential Consequences
<p>What is occurring BEFORE the behavior begins? Close to the time the behavior occurs or even earlier</p> <ol style="list-style-type: none"> 1. Where did it occur? 2. What doing, asked to do, or to stop doing? 3. How are others communicating? 4. Who is there and what doing? 5. What are the activities occurring? 6. What are the sensory aspects of the environment? 7. When is this behavior occurring? 	<p>What happens AFTER the behavior begins? Events that occur naturally as well as those imposed by someone else.</p> <ol style="list-style-type: none"> 1. What do adults do when the behavior starts? 2. Who enters or leaves? 3. What do peers do? 4. What changes for individual. Does the activity change? Does he get something? Are demands changed? 5. Does individual obtain or avoid sensory input? 6. Does the environment change? 7. Does person lose privilege?

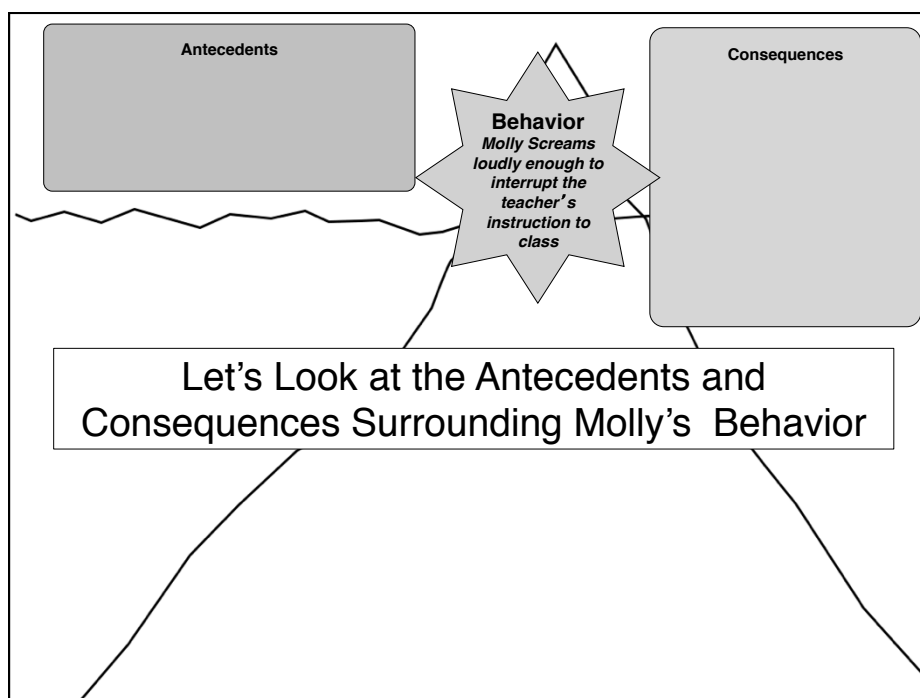
JUST THE FACTS

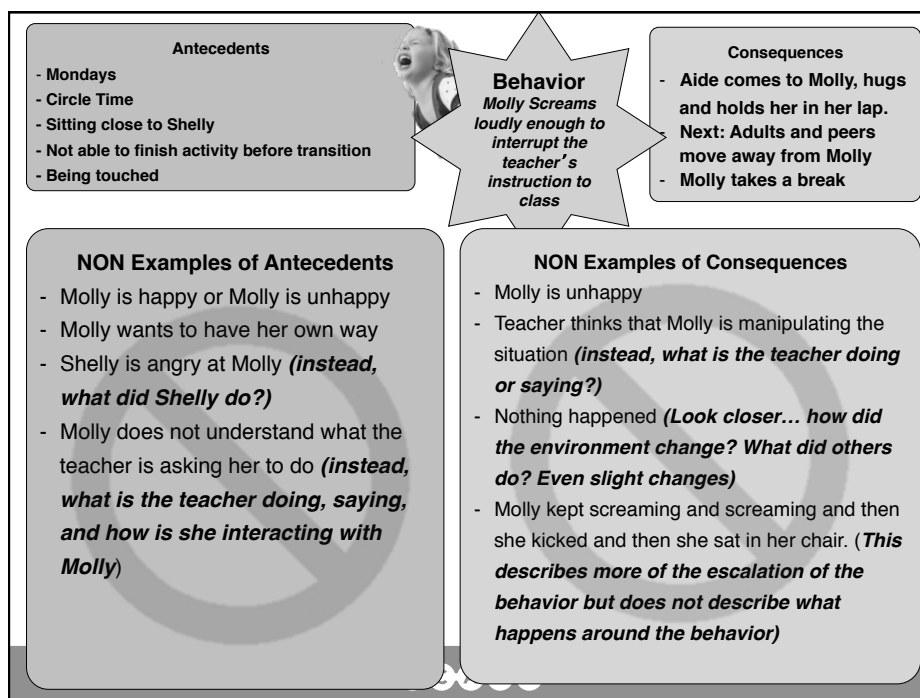
Objective, Not Subjective

**Only What's Seen and Heard,
No Interpretation or Functions
(yet)**

Skip the Emotions/Head Agenda

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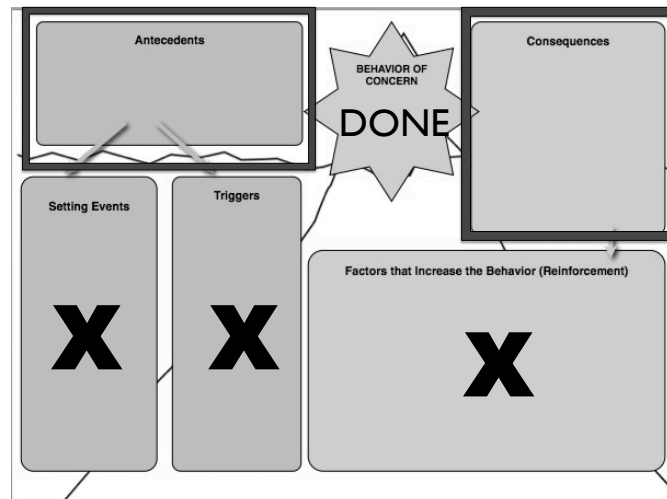
BEFORE NEXT WEBCAST: FILL OUT Data and Your Individual

Behavior

What are you going to measure? And when?	
What would be the best way to measure?	
Who is going to create the data sheet?	
Who will be responsible to track the data? Graph the data?	
When will the team meet to review data?	

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BEFORE NEXT WEBCAST: FILL OUT ANTECEDENTS & CONSEQUENCES



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